

PREPARATION AND VALIDATION OF READING MATERIALS
FOR GRADE FIVE AND SIX PUPILS

A Special Project

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PHOTOCOPYING NOT ALLOWED



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MASTER OF ARTS IN EDUCATION

by

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CHAPTER I

INTRODUCTION

The goal of reading is the comprehension of meaning, and complete meaning is not conveyed by a single word. The good reader learns to interpret the word as part of the sentence, sentences as part of the paragraph and paragraphs as part of the whole piece of writing.

Reading with understanding is so much a part of everyday living that one could hardly imagine life without it. Studies, surveys and researches have shown that grade schoolers, adolescents, and adults fulfill many life needs through it. They need to meet the practical demands of everyday living to carry on occupational activities, to further their recreational interests, to satisfy intellectual curiosity, to understand current events, to gain information needed by a good citizen, and to satisfy emotional and spiritual needs.

The primary purpose of reading in school is to extend the experience of boys and girls, to stimulate their thinking power, and to elevate their tastes. The aim of instruction in reading is to enable the reader, through comprehension, to participate intelligently in the enterprise of life in the word and to appreciate its recreational

activities. There are many factors that are at least in part educational that contribute to success in reading.

According to Deboer and Dallman:

Success in reading depends on the experience background of the reader, his language efficiency, his purpose for reading and his interests. They affect greatly the skill that the learner later acquires in reading.¹

Reading as a complex process is a challenge to elementary-grades teachers. The delicate task of making children recognize and attach meaning to printed symbols is one of the objectives of teachers. Furthermore, it is their duty to develop among children a genuine love and desire to read more. Yet, obvious as it may be, elementary-grades pupils today do not possess the right attitude toward reading. Reading to them is just like any other subject that should be taken because it is a requirement.

One of the biggest obstacles to the improvement of reading instruction is the lack of instructional materials. Books in public schools are too limited. Ready-made instructional materials are so expensive that most of the teachers cannot afford to buy them. Books donated to schools are culture-bound and too foreign for elementary-grade pupils, especially those in the barrio schools, to

¹ John Deboer and Martha Dallman, The Teaching of Reading (New York: Holt, Rinehart and Winston, 1960), p.

understand. Teachers have a hard time looking for materials suited to their classes and end up giving materials which are not appropriate to them. With these kinds of materials, pupils would find their reading sessions not so helpful as they should be. According to Hart,

When the books which are given to be read are dull and boring, when the teacher makes pupils do the reading drills they do not need, and when a class has to sit and wait while some poor readers stumble through a story, gifted children lose their initial enthusiasm for reading and turn their active minds to mischief or other unworthy acts.²

Beset with the same problem and imbued with the desire to make the teaching of reading more effective, the investigator attempted to write reading materials intended to develop vocabulary, word attack, and comprehension skills among grades five and six pupils. With the reading selections are study helps designed to develop essential skills, habits, and attitudes.

The Problem

The main purpose of this project was to prepare valid, reliable, and suitable reading materials with exercises, for grades five and six pupils.

Specifically, this project aimed to establish validity, reliability, and usability of the reading selections and the

²C. D. Hart, "What Magazines Do Children Really Like?" Wilson Library Bulletin, XXVI (October, 1951), pp. 160-162.

test exercises through proper analysis of the results of silent reading tests, an oral reading test, and an inventory of children's interests.

Significance of the Study

This study was undertaken with the main purpose of developing self-instructional materials for children, as well as developing vocabulary, word attack, and comprehension skills of pupils in grades five and six.

The materials will ease one of the problems of the administrators of the schools who hope to obtain more materials in order to make the reading program a success. Likewise, the production of these materials will benefit parents in that they will find available reading materials which are not only suited to their children's interests but also within their capacity to pay for. To the teachers, these materials can be helpful in enriching and reinforcing exercises in their reading classes. With these materials as models on hand, teachers may be able to prepare their own set of materials that are suited to the group of pupils they are teaching. Finally, these materials can greatly help the pupils themselves experience success in their reading activity.

Delimitation of the Study

This study was limited to the development of self-